DOCUMENT RESUME

ED 314 564 CE 053 154

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TITLE Interior Design. COM-LINK. Competency Based Vocational Curricula with Basic Skills and Academic Linkages.
INSTITUTION Ocean County Vocational Technical School, Toms River, N.J.
SPONS AGENCY New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
PUB DATE Jul 89
NOTE 139p.; For related documents, see CE 053 146-174. Small, light type may not reproduce clearly.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Academic Education; Basic Skills; Communication Skills; *Competency Based Education; *Design Requirements; *Drafting; Integrated Curriculum; *Interior Design; Interior Space; Mathematics Skills; Occupational Information; Science Instruction; Secondary Education; Vocational Education

ABSTRACT

This competency-based module uses the Ocean County (New Jersey) Vocational-Technical Schools curriculum-infused model for infusing basic skills instruction into vocational education. The model demonstrates the relationship of vocational skills to communication, mathematics, and science. The document begins with a philosophy statement; preface; a table that explains the number of hours required for academic credit in various programs and the number of those hours that are devoted to basic skills and vocational activities; matrices that show in which courses specific basic skills are taught; a list of objectives; and an explanation of student activities. The rest of the document consists of matrices that describe the relationship of vocational skills to basic skills within the interior design program. These pages are organized by instructional unit and the topics within them. For each topic and associated task(s) are listed the theories, and the communication, math, and science skills covered. Also listed are the expected student outcomes. The nine units are: orientation; design project formation; mechanical drafting skills; space planning skills; utilization of design elements; application of historic concepts; application of structural concepts; project management; business and professional skills development; and project-based experience. (KC)

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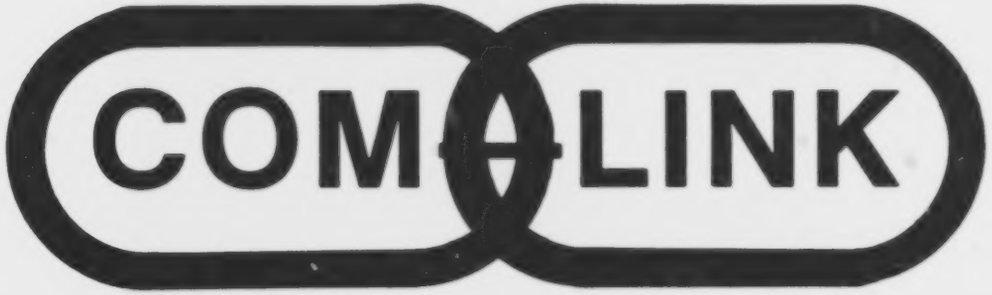

With Basic Skills And Academic Linkages

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In Cooperation With The

New Jersey State Department of Education

Division of Vocational Education

And

Ocean County Vocational-Technical School

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Ocean County Vocational-Technical School

Interior Design

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PHILOSOPHY OF EDUCATION

The Ocean County Vocational-Technical Education Program should consist of those courses, activities and experiences which are designed to prepare students for a successful entrance in a given field of work. The program should be based upon an analysis of the worker needs of the field of work, the opportunities and requirements for entrance, and the particular characteristics and needs of the students.

We believe that:

The school should educate and train the students to live effectively in our ever-changing world.

The school should provide, for each student, intensive training toward general and specific job objectives, and setting standards of performance in keeping with the requirements of that particular field of work.

All students should evidence the interest, aptitude, and ability to profit from the specialized instruction, and this should be a condition of entrance into or continuance in a given field of work.

Equal attention should be given in the school program to develop sound character, good citizenship, ability to think critically, and maintain good mental and physical health.

The school must be constantly striving to fulfill its ultimate purpose; that of serving the students and the community. The school should give careful consideration to the needs, interests, and capacities of the students and the educational and technical background, experience, training, and professional interest of the professional staff as they develop a working philosophy of education.

PREFACE

The curriculum format employed by this project is competency based and utilizes the Ocean County Vocational-Technical Schools' curriculum infused model for the teaching of basic skills as part of vocational education. The design demonstrates the relationship of vocationally related skills to communication, mathematics and science knowledge. Proficiences with regard to student outcomes cannot be achieved without mastery in related academic areas. All student outcome objectives are predicated upon entry level skills which reflect the dictates of the job marketplace and industry. In addition, basic skills matrices developed by the district are included. The totality of this package is designed to facilitate the vocational teaching process and to enchance the learning experiences of our students.

POTENTIAL OPPORTUNITY FOR AWARDING ACADEMIC CREDITS FOR STUDENTS AT OCEAN COUNTY VOCATIONAL-TECHNICAL SCHOOL

450 hours - 1 year course at O.C.V.T.S.
900 hours - 2 year course at O.C.V.T.S.
1000 hours - 2 year Beauty Culture course

120 hours per year needed for 5 credits
60 hours per year needed for 2½ credits

COURSE	TOTAL HOURS	HOURS SPENT ON COMMUNICATION SKILLS	HOURS SPENT ON COMPUTATION SKILLS	HOURS SPENT ON SCIENCE	TIME ON OCCUPATIONAL ACTIVITIES IN CLASS OR SHOP
AIR CONDITIONING, REFRIGERATION AND HEATING	900	140	120	120	520
AUTO BODY REPAIR	900	130	120	125	525
AUTOMOTIVE MECHANICS	900	150	120	120	510
AUTOMOTIVE AND DIESEL ENGINE REBUILDING	900	216	126	125	433
BEAUTY CULTURE I AND II	1000	240	120	130	515
BUILDING TRADES	900	135	120	130	515
BUSINESS RELATIONS - MEDIA/MODELING	450	200	60	40	150
CHILD CARE AIDE	900	240	120	122	418
COMMERCIAL ART AND PRINTING	900	120	215	75	580
COMMERCIAL BUILDING CONSTRUCTION (MASONRY)	900	130	125	130	515

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COURSE	TOTAL HOURS	HOURS SPENT ON COMMUNICATION SKILLS	HOURS SPENT ON COMPUTATION SKILLS	HOURS SPENT ON SCIENCE	TIME ON OCCUPATIONAL ACTIVITIES IN CLASS OR SHOP
COMMERCIAL PHOTOGRAPHY & TELEVISION PRODUCTION	900	150	125	80	545
CUSTOM CABINETMAKING	900	130	120	60	590
DENTAL ASSISTING	450	168	65	77	140
DESIGN DRAFTING	900	135	150	165	450
ELECTRICAL TRADES	900	106	120	124	550
FASHION MERCHANDISING	450	200	60	40	150
FOOD SERVICES	900	206	132	125	437
INDUSTRIAL AUTOMATION AND ELECTRONICS	900	129	140	132	499
INTERIOR DESIGN	900	210	130	120	440
LANDSCAPING AND GREENHOUSE TECHNOLOGY	900	125	125	175	475

POTENTIAL OPPORTUNITY FOR AWARDING ACADEMIC CREDITS FOR STUDENTS AT OCEAN COUNTY VOCATIONAL-TECHNICAL SCHOOL

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900 hours - 2 year course at O.C.V.T.S.
1000 hours - 2 year Beauty Culture course

120 hours per year needed for 5 credits
60 hours per year needed for 2½ credits

COURSE	TOTAL HOURS	HOURS SPENT ON COMMUNICATION SKILLS	HOURS SPENT ON COMPUTATION SKILLS	HOURS SPENT ON SCIENCE	TIME ON OCCUPATIONAL ACTIVITIES IN CLASS OR SHOP
MARINE ENGINE AND BOAT SERVICES	900	164	120	125	491
MEDICAL OFFICE RECEPTIONIST/ASSISTANT	450	173	60	77	140
MEDICAL SKILLS AND RELATED HEALTH CAREERS	450	135	65	125	125
MEDICAL SKILLS (ADVANCED)	450	125	60	125	140
PLUMBING AND HEATING	900	140	120	120	520
RECREATIONAL VEHICLE MAINTENANCE AND REPAIR	900	125	130	60	585
T.V. AND COMPUTER REPAIR	900	125	150	175	450
WELDING	900	135	120	100	545

COMMUNICATION SKILLS

Listed below are all courses offered at the Ocean County Vocational-Technical School. The asterisk indicates that the topic is studied in that curriculum.

COURSE	Functional Reading Skills	Vocabulary	Identifying Main Ideas	Meanings in Context	Inferences	Fact/Opinion Distinction	Signal Words	Parts of Text-book/Manual	Following Directions	Outlining and Note Taking	Interpretation of Maps, Graphs and Charts	Interpretation of Diagrams	Test Taking Skills	Expository Writing Skills	Problem Solving	Spelling	Oral Communications	Study Skills	Resume Writing	Job Application Skills
AIR CONDITIONING, REFRIGERATION AND HEATING	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
AUTO BODY REPAIR	*	*		*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*
AUTOMOTIVE MECHANICS	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
AUTOMOTIVE AND DIESEL ENGINE REBUILDING	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
BEAUTY CULTURE I AND II	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
BUILDING TRADES	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
BUSINESS RELATIONS - MEDIA/MODELING/TRAVEL	*	*	*	*	*	*	*	*	*	*	*	*	*	*		*	*	*	*	*
CHILD CARE AIDE	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*
COMMERCIAL ART AND PRINTING CAREERS	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
COMMERCIAL BUILDING CONSTRUCTION (MASONRY)	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
COMMERCIAL PHOTOGRAPHY AND TELEVISION PRODUCTION	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
CUSTOM CABINETMAKING	*	*		*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*
DENTAL ASSISTING	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*

COMMUNICATION SKILLS - CONTINUED

COURSE	Functional Reading Skills	Vocabulary	Identifying Main Ideas	Meanings in Context	Inferences	Fact/Opinion Distinction	Signal Words	Parts of Text-book/Manual	Following Directions	Outlining and Note Taking	Interpretation of Maps, Graphs and Charts	Interpretation of Diagrams	Test Taking Skills	Expository Writing Skills	Problem Solving	Spelling	Oral Communications	Study Skills	Resume Writing	Job Application Skills
DESIGN DRAFTING	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
ELECTRICAL TRADES	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
FASHION MERCHANDISING	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*
FOOD SERVICES	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
INDUSTRIAL AUTOMATION AND ELECTRONICS	*	*	*		*	*			*	*	*	*	*	*	*	*	*	*	*	*
INTERIOR DESIGN	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
LANDSCAPING AND GREENHOUSE TECHNOLOGY	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*
MARINE ENGINE AND BOAT SERVICE	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
MEDICAL OFFICE RECEPTIONIST/ASSISTANT	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*
MEDICAL SKILLS AND RELATED HEALTH CAREERS	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
MEDICAL SKILLS (ADVANCED)	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*
PLUMBING AND HEATING	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
RECREATIONAL VEHICLE MAINTENANCE AND REPAIR	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
T.V. AND COMPUTER REPAIR	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
WELDING	*	*	*			*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

MATHEMATICS SKILLS

Listed below are all courses offered at the Ocean County Vocational-Technical School. The asterisk indicates that the topic is studied in that curriculum.

COURSE	Whole Numbers	Common Fractions	Decimals	Percentages	Weights and Measurements	Ratio and Proportion	Powers and Roots	Formulas	Estimating	Geometry	Basic Trigonometric Functions	Graphs
AIR CONDITIONING, REFRIGERATION AND HEATING	*	*	*	*	*	*	*	*	*	*	*	*
AUTO BODY REPAIR	*	*	*	*	*	*	*	*	*	*		*
AUTOMOTIVE MECHANICS	*	*	*	*	*	*	*	*	*			*
AUTOMOTIVE AND DIESEL ENGINE REBUILDING	*	*	*	*	*	*	*	*	*	*		*
BEAUTY CULTURE I AND II	*	*	*	*	*	*	*	*	*	*	*	*
BUILDING TRADES	*	*	*	*	*	*	*	*	*	*	*	*
BUSINESS RELATIONS - MEDIA/MODELING/TRAVEL	*		*	*		*			*			*
CHILD CARE AIDE	*	*	*	*	*	*		*	*	*	*	*
COMMERCIAL ART AND PRINTING CAREERS	*	*	*	*	*	*		*	*	*		*
COMMERCIAL BUILDING CONSTRUCTION (MASONRY)	*	*	*	*	*	*	*	*	*	*	*	*
COMMERCIAL PHOTOGRAPHY AND TELEVISION PRODUCTION	*	*	*	*	*	*	*	*	*	*	*	*
CUSTOM CABINETMAKING	*	*	*	*	*	*	*	*	*	*	*	*
DENTAL ASSISTING	*	*	*	*	*	*		*	*			*

MATHEMATICS SKILLS - CONTINUED

COURSE	Whole Numbers	Common Fractions	Decimals	Percentages	Weights and Measurements	Ratio and Proportion	Powers and Roots	Formulas	Estimating	Geometry	Basic Trigonometric Functions	Graphs
DESIGN DRAFTING	*	*	*	*	*	*		*	*	*	*	*
ELECTRICAL TRADES	*	*	*	*	*	*	*	*	*	*	*	*
FASHION MERCHANDISING	*	*	*	*	*	*		*	*	*		*
FOOD SERVICES	*	*	*	*	*	*		*	*	*		*
INDUSTRIAL AUTOMATION AND ELECTRONICS	*	*	*	*	*	*		*	*	*	*	*
INTERIOR DESIGN	*	*	*	*	*	*		*	*	*		*
LANDSCAPING AND GREENHOUSE TECHNOLOGY	*	*	*	*	*	*		*	*	*	*	*
MARINE ENGINE AND BOAT SERVICE	*	*	*	*	*	*		*			*	*
MEDICAL OFFICE RECEPTIONIST/ASSISTANT	*	*	*	*	*	*	*	*	*	*		*
MEDICAL SKILLS AND RELATED HEALTH CAREERS	*	*	*	*	*	*		*	*	*	*	*
MEDICAL SKILLS (ADVANCED)	*	*	*	*	*	*		*	*	*	*	*
PLUMBING AND HEATING	*	*	*	*	*	*	*	*	*	*	*	*
RECREATIONAL VEHICLE MAINTENANCE AND REPAIR	*	*	*	*	*	*	*	*			*	*
T.V. AND COMPUTER REPAIR	*	*	*	*	*	*	*	*		*	*	*
WELDING	*	*	*	*	*	*		*	*	*	*	*

SCIENCE SKILLS

Listed below are all courses offered at the Ocean County Vocational-Technical School. Those listed as "Not Available" do not offer enough hours to qualify for credits in your high school. However, we have noted the skills covered. Those listed with an asterisk after the title are eligible. The asterisk indicates that the topic is studied in that curriculum.

	HUMAN ANATOMY						ASTRONOMY			CHEMISTRY			PHYSICS					ECOLOGY				
COURSE	Cellular Theory	Skeletal System	Muscles	System of Body	Diseases	Psychology	Solar System	Gravity	Weather	Matter	Chemical Reactions	Applied Chemistry	Light	Magnetism	Heat	Magnetism and Electricity	Nuclear Energy	Botany	Food Production	Fuels	Nutrition	Waste Disposal
AIR CONDITIONING, REFRIGERATION AND HEATING							*	*	*	*	*	*		*	*	*				*	*	
AUTO BODY REPAIR								*	*	*	*	*	*	*	*					*		*
AUTOMOTIVE MECHANICS								*		*	*	*	*	*	*	*				*		
AUTOMOTIVE DIESEL AND ENGINE REBUILDING								*		*	*	*		*	*	*	*			*		*
BEAUTY CULTURE I AND II	*	*	*	*	*	*				*	*	*	*		*	*					*	
BUILDING TRADES							*	*	*	*	*	*	*		*	*		*		*		
BUSINESS RELATIONS - MEDIA/MODELING/TRAVEL	N	* O	* T	* A	V	* A	I	L	A	B	L	E										
CHILD CARE AIDE	*	*	*	*	*	*			*		*	*		*	*			*	*		*	*
COMMERCIAL ART AND PRINTING CAREERS	N	O	T	A	V	A	I	* L	A	* B	* L	* E	*		*	*						*
COMMERCIAL BUILDING CONSTRUCTION (MASONRY)	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*		*		*	*	*
COMMERCIAL PHOTOGRAPHY AND TELEVISION PRODUCTION	N	O	T	A	V	* A	I	* L	A	* B	* L	* E	*		*	*						*
CUSTOM CABINETMAKING	* N	O	T	A	V	A	I	* L	A	* B	* L	* E			*			*				
DENTAL ASSISTING	*	*	*	*	*	*				*	*	*	*								*	*

SCIENCE SKILLS - CONTINUED

COURSE	HUMAN ANATOMY						ASTRONOMY			CHEMISTRY			PHYSICS					ECOLOGY				
	Cellular Theory	Skeletal System	Muscles	System of Body	Diseases	Psychology	Solar System	Gravity	Weather	Matter	Chemical Reactions	Applied Chemistry	Light	Magnetism	Heat	Magnetism and Electricity	Nuclear Energy	Botany	Food Production	Fuels	Nutrition	Waste Disposal
DESIGN DRAFTING							*	*	*	*		*	*		*	*	*			*		*
ELECTRICAL TRADES							*	*	*	*	*		*	*	*	*	*		*			
FASHION MERCHANDISING	*	*	*	*		*		*		*	*	*	*								*	
FOOD SERVICES					*	*		*	*		*	*	*		*				*		*	*
INDUSTRIAL AUTOMATION AND ELECTRONICS								*		*			*	*	*	*	*			*		
INTERIOR DESIGN		*	*			*	*	*	*	*	*	*	*		*	*						
LANDSCAPING AND GREENHOUSE TECHNOLOGY							*	*	*		*	*	*		*	*		*	*	*	*	*
MARINE ENGINE AND BOAT SERVICE								*	*	*	*	*	*	*	*	*		*		*		
MEDICAL OFFICE RECEPTIONIST/ASSISTANT	N	* O	* T	* A	* V	* A	I	L	A	B	* L	E										*
MEDICAL SKILLS AND RELATED HEALTH CAREERS	*	*	*	*	*	*		*		*	*					*			*		*	*
MEDICAL SKILLS (ADVANCED)	*	*	*	*	*	*		*		*	*					*			*		*	*
PLUMBING AND HEATING					*		*	*	*	*	*	*			*	*		*		*		*
RECREATIONAL VEHICLE MAINTENANCE AND REPAIR	N	O	T	A	V	A	I	* L	A	* B	* L	* E	*	*	*	*				*		*
T.V. AND COMPUTER REPAIR										*	*	*	*	*	*	*				*		
WELDING								*		*	*	*	*	*	*	*				*		

COURSE OBJECTIVES

1. To prepare students with entry level skills, abilities and knowledge for employment in the interior design field.

2. To present 900 hours of instruction and practice in interior design in accordance with the course curriculum and skill profile outline.

3. To provide a detailed summary evaluation of the proficiency achieved by each student representing the most important content areas presented in the interior design skill profile.

4. To help each student develop positive attitudes and ideals related to their occupation in interior design and understand their own capabilities and potential.

5. To instill in each student the need to plan for their professional growth through continuous learning in their chosen occupation.

STUDENT ACTIVITIES

All students enrolled in the Ocean County Vocational-Technical School are encouraged to join Vocational Industrial Clubs of America (VICA). Student activities are infused into each program. Each building has a student government and a student activities program separate from VICA. Additionally, students from each center and every class are encouraged to participate in the VICA Leadership and Job Demonstration Contests which begin in the centers and radiate throughout the district as Ocean County Vocational-Technical School inter school winners are chosen.

Student activities emphasize the basic precepts of VICA, as well as the basic tenets of democracy. Within the context, each of our programs teaches the dignity of work, high standards in trade ethics and safety, and a belief in the free enterprise economic system.

TABLE OF CONTENTS

INTERIOR DESIGN

PHILOSOPHY OF EDUCATION..... i

PREFACE..... ii

POTENTIAL OPPORTUNITY FOR AWARDING ACADEMIC CREDITS..... iii

COMMUNICATION SKILLS..... vi

MATHEMATICS SKILLS..... viii

SCIENCE SKILLS..... x

COURSE OBJECTIVES..... xii

STUDENT ACTIVITIES..... xiii

ORIENTATION..... 1

DESIGN PROJECT FORMATION..... 5
- Field Measuring for Drafting..... 5
- Field Measuring for Calculating..... 6
- Reading Architectural Plans..... 7
- Collecting All Pertinent Data..... 8
- Interviewing and Observing Client..... 9

MECHANICAL DRAFTING SKILLS..... 10
- Drafting to Scale..... 10
- Drafting Floor Plans and Elevations..... 12
- One Point Perspective..... 13
- Sketching and Image Techniques..... 14
- Shading and Rendering..... 15

SPACE PLANNING SKILLS..... 16
- Furniture Arrangement and Selection..... 16
- Residential - Commercial - Public..... 17

UTILIZATION OF DESIGN ELEMENTS..... 18
- Line..... 18
- Form..... 19
- Color..... 20
- Interior Space..... 21
- Light..... 22
- Texture and Materials..... 23
- Acoustics..... 24
- Balance..... 25
- Unity and Harmony..... 26
- Variety, Emphasis and Opposition..... 27
- Proportion, Subordination and Repetition..... 28
- Rhythm and Transition..... 29

APPLICATION OF HISTORIC CONCEPTS..... 30
- Art..... 30
- Architecture..... 31
- Furniture and Style Periods..... 32
- Window, Wall and Floor Treatments..... 33

APPLICATION OF STRUCTURAL CONCEPTS..... 34
- Construction Methods and Theory..... 34
- Building Trade Vocabulary..... 35
- Identify Building Types and Features..... 36

PROJECT MANAGEMENT..... 37
- Calculating Interior Treatments..... 37
- Ordering and Purchasing..... 39
- Installation of Interior Treatments..... 40
- Project Coordination..... 42
- Modes and Methods of Operating Procedures..... 43

BUSINESS AND PROFESSIONAL SKILLS DEVELOPMENT..... 45
- Portfolio Development..... 45
- Presentation skills..... 46
- Business Procedures..... 47
- Bookkeeping..... 48
- Public Relations..... 49
- Business Writing and Telephone Skills..... 50

PROJECT BASED EXPERIENCE..... 51
- Picture Framing..... 51
- Area Rug Construction..... 52
- Accessory Development..... 53
- Window Treatments..... 54
- Wall Treatments..... 55

UNIT: ORIENTATION - INTERIOR DESIGN

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. School rules and regulations	A. Student rights and responsibilities B. Student grievance procedures C. Student expectations D. School code of discipline E. Attendance and graduation policy F. Student transfers G. Grading system H. Accidents I. Bedside instruction J. Cooperative Industrial Education (C.I.E.) K. Driving policy L. Drug and alcohol policy M. Early dismissal procedures N. Lockers O. Driver permits P. School closing procedures Q. Smoking R. Student progress reports S. Telephones T. Theft U. Tools and equipment	A. Note taking B. Filling out forms C. Oral communication D. Test taking skills E. Functional reading skills (Student Handbook)			A. The student will know what is expected of him/her for the school year in order to promote effective learning conditions Written test B. The student will know the standards to be met within the school and classroom Written test

UNIT: ORIENTATION - CONTINUED

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
II. Student contract	A. Attendance B. Request for make-up work C. Extra help with assignments or lessons D. Homework assignments E. Requirements for each marking period (practical assignment sheet) F. Notebooks, etc. G. Sketch books H. Field trips I. Passing test grade J. Daily grading system K. Lockers L. Student dress code M. Daily cleaning duties N. Equipment assigned	A. Note taking B. Filling out forms C. Oral communication D. Test taking skills E. Functional reading skills (Student Handbook)			A. The student will know what is expected of him/her for the school year in order to promote effective learning Written test B. The student will know the standards to be met within the school and classroom Written test

UNIT: ORIENTATION - CONTINUED

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
III. Safety practices	A. Safe use of paper cutter B. Safe use of scissors C. Safe use and storage of matt knives D. Safe use of small hand tools 1. Tape measures 2. Hammers 3. Plyers 4. Screwdrivers 5. Staple guns 6. Saws E. Safe use of glue and rubber cement F. Safe use of electrical small appliances 1. Glue guns 2. Irons 3. Lamps 4. Drills			A. Use only one plug to each outlet B. Examine cords and plugs regularly C. Receive instruction before using electrical equipment D. To disconnect current, remove plug without pulling on cord E. Avoid wetting electrical cords F. Do not touch any metal while using any electrical apparatus G. Do not handle electrical equipment with wet hands H. Do not attempt to clean around an electrical outlet when equipment is plugged in I. In an emergency, turn off the main switch J. The circuit breaker automatically disconnects any current with a defective appliance	A. The student will be able to use electrical equipment in a safe manner 1. Written test 2. Performance test B. The student will be able to use small hand tools in a safe manner 1. Written test 2. Performance test C. Students will be able to use glue and rubber cement in a safe manner 1. Written test 2. Performance test
IV. Introduction to the Interior Design Profession	A. Defining Interior Designer 1. Difference between decorator and designer 2. Abilities the designer needs to acquire 3. Responsibilities of the Interior Designer B. Exposure to professional interior design work 1. Exposure to proper drawings 2. Exposure to proper color boards 3. Exposure to professional business procedures				A. Student will know the difference between interior designer and decorator Written test B. The student will know the abilities needed and the responsibilities of the interior designer Written test C. The student will be made aware of the standards of professionalism in design presentations Performance test

UNIT: ORIENTATION - CONTINUED

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
V. Career Opportunities	A. Interior design opportunities 1. Interior design project management a. freelance b. on staff with design or architectural firm c. in house design manager for large hotels of corporation d. department stores e. furniture companies f. drapery and window g. floor covering companies h. paint and wallpaper companies i. accessory shops and manufacturers j. lighting companies k. fabric companies 2. Display a. model homes b. retail showroom c. wholesale showrooms d. set designing 3. Specialties a. kitchen design b. bath design c. accessory design d. hard goods design e. soft goods design B. Educational opportunities 1. Teaching interior design 2. Design supervisor for large firms 3. Lecturing and writing C. Industrial opportunities 1. Buying for design related firms 2. Selling for design related firms 3. Coordinating for design related firms				A. Student will be aware of the main line opportunities, as well as the many related opportunities that will be available to them Written test

UNIT: DESIGN PROJECT FORMATION

TOPIC: FIELD MEASURING FOR DRAFTING

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Measuring for drafting	A. Use and read a tape measure B. An efficient method of taking accurate measurements C. Quickly sketch a well proportioned floor plan D. Record all room measurements E. Measure elevations where required F. Quick check methods to insure accuracy of measurements	A. Vocabulary B. Following directions C. Problem solving D. Oral communication E. Note taking F. Recording information	A. Whole numbers B. Fractions C. Decimals D. Ratio and proportion E. Measurement calculation	Direction of exposure	A. Students will be able to measure an interior space and produce a rough sketched plan of that space Performance test B. Students will be able to record all other necessary information pertaining to that space Performance test C. Students will be able to use quick check methods for insuring accurate measurements Performance test
II. Analyzing other information needed using proper symbols	A. Record other information needed 1. Heat 2. Electrical outlets 3. Any affixed item B. Using proper architectural symbols	A. Note taking B. Observation awareness C. Chart reading	A. Measurement calculation B. Ratio and proportion		A. Students will be able to analyze an interior space and record all pertinent information B. Students will be able to use proper architectural symbols 1. Written test 2. Performance test

UNIT: DESIGN PROJECT FORMATION - CONTINUED

TOPIC: FIELD MEASURING FOR CALCULATING

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Measuring for calculating	A. Measuring for window treatments B. Measuring for wallpaper and paint C. Measuring for carpeting	A. Vocabulary B. Following directions C. Problem solving D. Oral communication E. Note taking F. Performance	A. Whole numbers B. Fractions C. Decimals D. Calculating		A. Students will be able to take proper measurement to later calculate for window, wall and floor treatments B. Students will be able to pass a written test
II. Calculating from measurements	A. Calculating fabric yardage needed B. Calculating the quantity of wallpaper and/or paint C. Calculating the quantity of carpet needed		A. Whole numbers B. Fractions C. Decimals D. Calculating		A. The student will be able to calculate yardages and quantities of materials needed for window, wall and floor treatment B. The student will be able to pass a written test

UNIT: DESIGN PROJECT FORMATION - CONTINUED

TOPIC: READING ARCHITECTURAL PLANS

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Deciphering information from architectural plans	A. Reading plans to determine sizes of areas B. Reading plans to determine types of elements used	A. Functional reading skills B. Interpretation of plan images	A. Lifting scale measurement from plans B. Determining swing clearances	A. Compass directions B. Light exposure	A. The student will be able to read architectural plans to determine sizes and measurements B. The student will be able to read plans to determine types of 1. Windows 2. Doors 3. Various other elements C. Written test
II. Learning additional symbols used by architects to indicate materials used	A. Reading symbols to determine the kind of material used B. Reading symbols to determine various apparatus	A. Functional reading skills B. Interpretation of symbols			

UNIT: DESIGN PROJECT FORMATION - CONTINUED

TOPIC: COLLECTING ALL PERTINENT DATA

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
1. Taking inventory of existing furnishings and equipment	Observing and recording all furnishing and equipment that remains in use	A. Oral communication B. Note taking C. Recording skills	Measurements		The student will be able to record all furnishing and equipment to remain in a room or space Performance test

UNIT: DESIGN PROJECT FORMATION - CONTINUED

TOPIC: INTERVIEWING AND OBSERVING CLIENT

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Anticipating functional need for the purpose of planning rooms	A. Interviewing clients to learn the complete functional requirements and record them B. Observe client and conditions to become aware of functional requirements and record them	A. Oral interviews B. Note taking C. Vocabulary		Psychological observations concerned with setting the atmosphere of a room	A. The student will be able to interview a client properly to obtain pertinent information B. The student will be able to observe the client and conditions to obtain pertinent information Performance test
II. Establishing the desired atmosphere	A. Interviewing clients to learn the desired atmosphere to be developed B. Observing the client and the conditions to base judgement on when developing atmosphere	A. Oral communication B. Deductive reasoning C. Recording information			The student will be able to collect the information needed to establish the desired atmosphere

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Identifying and knowing the use of drafting tools and equipment	Identify and know the proper use of 1. Drawing boards 2. Triangle 3. Scale ruler 4. Drafting pencils 5. Drafting pens 6. Templates 7. Miscellaneous drawing aids	A. Vocabulary B. Following directions C. Test taking skills D. Parts of textbook	Ratio and proportion		A. The student will be able to identify and know the use of drafting tools and equipment B. The student will be able to prepare a list and describe the use of common drafting tools and equipment
II. Utilizing a drafting table or drawing board	A. Adjusting the straight edge B. Adjusting the tilt C. Attaching and adjusting paper properly to the drawing surface D. Cleaning and maintenance	A. Vocabulary B. Following directions C. Identifying parts	Right angles		A. The student will be able to make all the proper adjustments of a drawing table B. The student will be able to clean and maintain a drawing table or board

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
III. Utilizing drafting pencils and pens	A. Recognize various kinds of drawing pencils and pens B. Sharpen and maintain various kinds of drawing pencils C. The correct selection and use of leads of varying hardness D. The correct selection and use of various ink pens E. The cleaning and maintenance of drafting pens	A. Vocabulary B. Following directions C. Parts of textbook			A. The student will be able to select and utilize the proper pen or pencil to achieve a drawing B. The student will be able to maintain pens and pencils for continued usage
IV. Utilizing a scale ruler	A. Reading and deciphering a scale ruler B. Interpreting r al measurements to any desired scale	A. Vocabulary B. Functional reading skills C. Interpretive skills	A. Whole numbers B. Fractions C. Calculating D. Ratio and proportions E. Measuring		A. The student will be able to read and decipher a scale ruler B. The student will be able to translate real measurements to any scale
V. Utilizing and making templates	A. Reading of prepared scaled templates B. Use of prepared scaled templates C. Making own cut out scaled templates	Interpretive skills	A. Ratio and proportions B. Whole numbers C. Fractions D. Calculating E. Measuring F. Interpretating measurements		A. The student will be able to read and utilize prepared templates B. The student will be able to measure and cut his/her own templates

UNIT: MECHANICAL DRAFTING SKILLS - CONTINUED

TOPIC: DRAFTING FLOOR PLANS AND ELEVATIONS

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Developing accurate drawings of floor plans and elevations from measurements	A. Translate measurements taken in rough form to accurate scale B. Locate and draw any interior item in a floor plan to scale	A. Interpretive skills B. Following directions C. Note taking skills D. Functional reading skills E. Vocabulary	A. Calculating of measurements B. Ratios and proportions C. Whole numbers D. Fractions	Compass direction for light exposure	A. The student will be able to draw groups of measurements to any scale accurately Performance test B. The student will be able to locate and draw any interior item to scale Performance test
II. Developing accurate drawings of floor plans and elevations from architectural plans	Interpret all the necessary information from architectural plans to prepare scaled drawings of floor plans and elevations	A. Interpretive skills B. Functional reading skills C. Symbols D. Codes	A. Measurements B. Ratios and proportions	Compass direction for light exposure	The student will be able to decipher, interpret and record all needed information found on an architectural plan to prepare floor plans and elevations to scale Performance test

UNIT: MECHANICAL DRAFTING SKILLS - CONTINUED

TOPIC: ONE POINT PERSPECTIVE

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Draft a grid to be used as a measuring device to develop one point perspective	With the use of a learning module, develop a grid for a one point perspective	A. Functional reading skills B. Following directions C. Parts of textbook D. Interpretation of diagrams E. Vocabulary	A. Measurements B. Angles C. Ratio and proportion	A. Understand the vanishing point B. Seeing in perspective	The student will be able to draft a grid to use as a measuring device for drawing a one point perspective Performance test
II. Using a grid to develop a one point perspective drawing to scale	With the use of a learning module and the prepared grid, draw a one point perspective to scale	A. Functional reading skills B. Following directions C. Using a learning module D. Interpretation of diagrams E. Vocabulary	A. Measurements B. Angles C. Ratios and proportions	Three dimensional perspective view	The student will be able to draw a scaled one point perspective Performance test
III. Using perspective methods, draft a specification drawings	Prepare specification drawings with measurements for the purpose of fabrication	A. Functional reading skills B. Following directions C. Interpretation of diagrams D. Vocbaulary	A. Measurements B. Ratio and proportion C. Angles		A. The student will be able to draw items for custom fabrication Performance test B. The student will be able to convey all necessary measurements and other information needed to custom fabricate items Performance test

UNIT: MECHANICAL DRAFTING SKILLS - CONTINUED

TOPIC: SKETCHING AND IMAGE TECHNIQUES

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Freehand sketching	Draw interior furnishings freehand in perspective	A. Interpretation of diagrams B. Following directions C. Note taking skills D. Symbolic communication	Proportions	Light reflections	A. The student will be able to sketch perspective [illegible] into mechanical drawing Performance test B. The student will be able to sketch to communicate ideas Performance test
II. Sketching images in flat form	Draw recognizable images on floor plans and elevations	A. Symbolic communication B. Interpretation of diagrams	A. Proportions B. Estimating		The student will be able to sketch recognizable images of interior items in flat forms Performance test

UNIT: MECHANICAL DRAFTING SKILLS - CONTINUED

TOPIC: SHADING AND RENDERING

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Shading drawn objects	Shade drawing to give a look of dimension and to enhance drawings	A. Vocabulary B. Parts of textbook C. Following directions D. Symbolic communication		A. Light reflection B. Aesthetics	The student will be able to shade drawn objects to give a dimensional look and enhance images Performance test
II. Color rendering in various mediums	A. Water colors B. Color pencils C. Crayons D. Marking pens E. Pastels F. Combinations of above	Following directions		A. Light reflections B. Color sciences	The student will be able to gain knowledge and experience with various methods of color rendering Performance tests

59

UNIT: SPACE PLANNING SKILLS

TOPIC: FURNITURE ARRANGEMENT AND SELECTION

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Traffic flow	Analyze and provide for effective traffic flow in interior spaces	A. Problem solving B. Following directions C. Functional reading skills	A. Measurements B. Computations		The student will be able to provide efficient traffic flow into and through interior spaces Performance test
II. Functional considerations	A. Properly placing furniture in interior spaces B. Functional uses of furniture selections	A. Vocabulary B. Parts of textbook C. Following directions D. Interpretation of diagrams E. Problem solving F. Functional reading skills G. Inferences H. Fact/Opinion distinction	A. Proportions B. Measurements		A. The student will be able to place furniture in interior places in a functional manner Performance test B. The student will be able to select the proper furnishings to fit the functional requirements Performance test
III. Selecting the proper scale of furniture	Analyze and select properly sized and scaled furniture for interior spaces	A. Following directions B. Functional reading skills C. Problem solving D. Fact/Opinion distinction E. Aesthetic evaluation	A. Measuring B. Estimating C. Proportions	A. Mood setting B. Illusion influences C. Aesthetics	The student will be able to choose furnishings of proper size and scale to suit the desired atmosphere Performance test
IV. Selecting furniture styles	Analyze and select effective and aesthetically pleasing furnishing for interior spaces	A. Following directions B. Functional reading skills C. Problem solving D. Aesthetic evaluation	A. Measuring B. Estimating C. Proportions	A. Mood setting B. Illusion influences C. Aesthetics	The student will be able to select styles suitable to the desire atmosphere Performance test

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Distinguishing furnishing selections for residential, commercial and public uses	A. Selecting proper furnishings for residential use B. Selecting proper furnishings for commercial interiors C. Selecting proper furnishings for public use	A. Vocabulary B. Parts of textbook C. Note taking skills D. Functional reading skills E. Oral communication F. Using catalogues G. Using references		A. Stainguard treatments B. Fire retardants	The student will be able to distinguish between residential, commercial and public furnishings Performance test

UNIT: UTILIZATION OF DESIGN ELEMENTS

TOPIC: LINE

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. The effect produced by vertical lines II. The effect produced by horizontal lines III. The effect produced by diagonal lines IV. The effect produced by curved lines	A. Using vertical lines to influence interior spaces B. Using horizontal lines to influence interior spaces C. Using diagonal lines to influence interior spaces D. Using curved lines to influence interior spaces	A. Functional reading skills B. Selecting illustrations C. Aesthetic evaluation D. Vocabulary	A. Measuring B. Calculating C. Estimating D. Proportions	A. Mood setting B. Creating illusions	The student will be able to use, control and recognize the effects of vertical, horizontal, diagonal and curved lines on interiors 1. Performance tests 2. Written test

UNIT: UTILIZATION OF DESIGN ELEMENTS - CONTINUED

TOPIC: FORM

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. The effects produced by various forms	Using various forms to produce desired effect in interior space 1. Rectangles 2. Squares 3. Geometrics 4. Circles 5. Ovals	A. Functional reading skills B. Selecting illustrations C. Aesthetic evaluation D. Vocabulary	A. Measuring B. Calculating C. Proportions	A. Mood setting B. Creating illusion C. Basic geometry	The student will be able to use, control and recognize the effects of various forms on interiors 1. Performance test 2. Written test

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. The science of color	A. Recognizing color as a reflection of light with a spectrum of hues B. Knowing the properties of color 1. Hue 2. Value 3. Tint 4. Shade 5. Brightness C. Knowing how to mix colors to achieve the desired hue	A. Functional reading skills B. Parts of textbook C. Note taking skills D. Interpretation of diagrams E. Vocabulary F. Following directions G. Selecting illustrations H. Illustrate	A. Proportions B. Ratios C. Liquid measurement	A. Science of color B. Light reflection C. Light refraction	A. The student will be able to understand the science of color Written test B. The student will be able to mix colors and achieve the desired hue Performance test
II. The psychology of color	A. Know and utilize the psychological effects produced by colors B. Describe and explain how a desired mood or effect is influenced by color	A. Functional reading skills B. Parts of textbook C. Note taking skills D. Vocabulary E. Aesthetic evaluation F. Selecting illustrations G. Vocabulary H. Illustrate		Psychology of color	A. The student will be able to use color to develop the desired atmosphere of an interior space Performance test B. The student will be able to describe and explain the effect created in a room through the use of color Performance test

TOPIC: INTERIOR SPACE

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Handling interior space in a functional and aesthetically pleasing manner	Space surrounds form and is contained within it, interior designers 1. Expand it 2. Condense it 3. Influence the shape of it	A. Vocabulary B. Parts of textbook C. Note taking skills D. Selecting illustrations E. Illustrate F. Functional reading skills G. Oral communications	A. Measuring B. Estimating C. Ratios D. Proportions E. Calculating	Elemental associated psychology	A. The student will be able to manipulate interior space in a functional and aesthetically pleasing manner 1. Written test 2. Performance test B. The student will be able to create illusion by influencing interior spaces 1. Written test 2. Performance test

UNIT: UTILIZATION OF DESIGN ELEMENTS - CONTINUED

TOPIC: LIGHT

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Examining the science of light II. Examining light and shadow III. Examining various types of lighting used in interior spaces	A. Light is what makes vision possible 1. Light sources 2. Reflected light from surfaces 3. Refracted light passes through materials B. Using light and shadow to create depth and dimension C. Realize the many light conditions needed for various functions 1. Direct lighting 2. Indirect lighting 3. General lighting 4. Structural lighting 5. Natural lighting 6. Specific purpose lighting 7. Incandescent lighting 8. Flourescent light	A. Vocabulary B. Parts of textbook C. Note taking skills D. Functional reading skills E. Oral communication F. Illustration G. Selecting illustrations	Light measurements	A. Light reflection B. Light refraction C. Electric light	A. The student will be able to know the relationship of light to what and how we see it Written test B. The student will be able to utilize light and shadow to influence the atmosphere of interior spaces Performance test C. The student will be able to use proper lighting techniques when planning interior spaces 1. Performance test 2. Written test

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Utilizing texture and materials to develop atmosphere in interior spaces	Material being the substance and texture the surface finish, examine the influences that texture and materials have on the atmosphere of interior spaces	A. Vocabulary B. Parts of textbook C. Note taking skills D. Oral communication E. Functional reading skills F. Deciphering symbols and codes G. Illustration		A. Natural materials B. Surface textures	The student will be able to utilize various materials and textures to create the desired influence on interior spaces

TOPIC: ACOUSTICS

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Focusing on acoustic (sound) effects in interior spaces	A. Recognizing the effect of acoustics on the atmosphere of rooms B. Influencing the acoustics of interior spaces C. Realize how sound is produced, transmitted and heard	A. Vocabulary B. Parts of textbook C. Note taking skills D. Oral communication E. Functional reading skills		Physics - sound	A. The student will be able to describe the scientific aspects of sound B. The student will be able to recognize the sound effects of a room and take steps to alter the condition

TOPIC: BALANCE

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Evaluating and influencing the sense of balance in a room	Methods of achieving equilibrium in a design 1. Through furniture arrangement 2. Through manipulation of elements 3. Symetrical balance 4. Asymetrical balance	A. Vocabulary B. Parts of textbook C. Note taking skills D. Oral communications E. Functional reading skills F. Illustration	A. Proportions B. Ratios C. Measurements D. Calculating	Psychological influences of design element	The student will be able to achieve equilibrium in a room design through 1. Furniture arrangement 2. Manipulation of design elements

UNIT: UTILIZATION OF DESIGN PRINCIPLES - CONTINUED

TOPIC: UNITY AND HARMONY

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Focusing on unity of design II. Focusing on harmony of design	A. The sense of wholeness in a design - creating one unified whole in a room design B. Producing a feeling of harmony in a room design	A. Vocabulary B. Functional reading skills C. Oral communications D. Aesthetic evaluation E. Illustrating	A. Proportions B. Ratios C. Measurements	Psychological influence of design elements	A. The student will be able to maintain a unified feeling in a room design Performance test B. The student will be able to create harmony in a room design Performance test

UNIT: UTILIZATION OF DESIGN PRINCIPLES - CONTINUED

TOPIC: VARIETY, EMPHASIS AND OPPOSITION

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Developing an awareness of variety	Recognizing the need for variety in a design to avoid monotony	A. Vocabulary B. Functional reading skills C. Aesthetic evaluation D. Illustration F. Oral communications		Psychological influences of design elements	The student will be able to recognize the need for variety in design to avoid dull, tiresome and monotonous results
II. Using emphasis	Using emphasis to draw attention to a subject or area	A. Functional reading skills B. Aesthetic evaluation C. Illustration D. Oral communications		Psychological influences of design elements	The student will be able to create focal points in a design
III. Developing opposition	Opposition involves contrasting elements to help in creating emphasis and variety	A. Functional reading skills B. Aesthetic evaulation C. Illustration D. Oral communications		Psychological influences of design elements	The student will be able to create opposition to effect and control interior spaces

UNIT: UTILIZATION OF DESIGN PRINCIPLES - CONTINUED

TOPIC: PROPORTION, SUBORDINATION AND REPITITION

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Developing a sense of proportion	The proportion (scale) of a room, its furniture and accessories are examined	A. Functional reading skills B. Aesthetic evaluation C. Illustration D. Oral communications	A. Ratios B. Measuring C. Geometric shapes D. Calculating		The student will be able to evaluate proportions and properly scale furniture and accessories
II. Subordination examined	Realizing the value of subordinate elements that support emphasis or focal points	A. Functional reading skills B. Aesthetic evaluation C. Illustration D. Oral communications			The student will be able to evaluate supporting elements and use them effectively
III. Repetition examined	Tieing a design together through repetition	A. Functional reading skills B. Aesthetic evaluation C. Illustration D. Oral communications			The student will be able to evaluate how much repetition is used to create unity in a design

UNIT: UTILIZATION OF DESIGN PRINCIPLES - CONTINUED

TOPIC: RHYTHM AND TRANSITION

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Using rhythm in design	Rhythm is used to create desired eye movement through a room	A. Vocabulary B. Functional reading skills C. Aesthetic evaluation D. Illustration E. Oral communications			Using rhythms, the student will be able to create a feeling of motion that carries the viewers' eyes to various parts of the space
II. Achieving successful transition	Changing from one color to another or from a curved line to straight, while maintaining unity, is known as transition	A. Vocabulary B. Functional reading skills C. Aesthetic evaluation D. Illustration E. Oral communications			The student will be able to achieve successful transition while maintaining unity

UNIT: APPLICATION OF HISTORIC CONCEPTS

TOPIC: ART

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Recognizing known artists	Recognizing prominent artists in history and their work	A. Vocabulary B. Functional reading skills C. Note taking skills D. Aesthetic evaluation E. Oral communications			The student will be able to recognize and appreciate many prominent artists
II. The influence art history has played in the interior design field	Acknowledge the influence art history has on interior design	A. Vocabulary B. Functional reading skills C. Note taking skills D. Aesthetic evaluation E. Oral communications			The student will be able to be aware of the influence of art history on interior design

UNIT: APPLICATION OF HISTORIC CONCEPTS - CONTINUED

TOPIC: ARCHITECTURE

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Investigate architectural development and the relationship to interior design	A. The studying of architectural development throughout history B. The studying of how architecture and interior design is connected	A. Functional reading skills B. Vocabulary C. Note taking skills D. Oral communications		Construction theories 1. Arches 2. Cantilevers	The student will be able to use the knowledge of architectural development in designing interior space
II. Recognizing famous architects	Recognizing famous architects in history and examine their work	A. Vocabulary B. Functional reading skills C. Note taking skills D. Oral communications			The student will be able to recognize various famous architects and some of the work for which they are famous

UNIT: APPLICATION OF HISTORIC CONCEPTS - CONTINUED

TOPIC: FURNITURE AND STYLE PERIODS

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Recognizing furniture styles and periods	A. Studying established styles of furnishing and recognizing its period in history B. Associating styles with their influence on interior atmosphere	A. Vocabulary B. Note taking skills C. Functional reading skills D. Oral communications E. Selecting illustrations			A. The student will be able to recognize established style periods of furniture B. The student will be able to choose the proper furniture style to suit the atmosphere they wish to achieve C. The student will be able to pass a written and performance test
II. Recognizing famous furniture designers	Recognizing famous furniture designers and examining their work	A. Vocabulary B. Note taking skills C. Functional reading skills D. Oral communications E. Aesthetic evaluation			A. The student will be able to recognize various designers' work on sight B. The student will be able to pass a written test

UNIT: APPLICATION OF HISTORIC CONCEPTS - CONTINUED

TOPIC: WINDOW, WALL AND FLOOR TREATMENTS

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Window types and how they are dressed to suit their style period	A. Analyzing various window types B. Recognizing the appropriate treatment used on various window types	A. Vocabulary B. Note taking skills C. Parts of textbook D. Functional reading skills E. Illustration			The student will be able to recognize various window types and use appropriate treatments to dress them
II. Walls and how they are treated to suit various style periods	Recognizing various wall treatment and their suitability for established style periods	A. Vocabulary B. Note taking skills C. Functional reading skills D. Illustration			The student will be able to develop wall treatment suitable for the style period desired
III. Floors and their various treatment for their style period	Utilizing floor treatments to suit the intended style period	A. Vocabulary B. Note taking skills C. Functional reading skills D. Illustration			The student will be able to choose an effective floor treatment suitable for the style period

UNIT: APPLICATION OF STRUCTURAL CONCEPTS

TOPIC: CONSTRUCTION METHODS AND THEORY

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Reading architectural drawings and blueprints	A. Reading and understanding building plans to determine basic construction information B. Learning symbols and codes used to decipher and identify materials C. Recognizing support members and non-support members of a structure D. Reading plans 1. Plumbing 2. Electrical 3. Heating 4. Air conditioning	A. Functional reading skills B. Deciphering symbols/codes C. Vocabulary D. Note taking skills E. Oral communications F. Illustration G. Test taking skills	A. Measuring B. Calculation C. Ratios		A. The student will be able to read architectural blueprints to determine construction information B. The student will be able to read codes and symbols used to identify materials and elements of a structure C. The student will be able to recognize structural supports and use this information effectively when planning alterations of interior space D. The student will be able to read diagrams of plumbing, electrical, heating and air conditioning

UNIT: APPLICATION OF STRUCTURAL CONCEPTS - CONTINUED

TOPIC: BUILDING TRADE VOCABULARY

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Speaking the language of building trades	Studying and using the vocabulary that is universal among the building trades	A. Vocabulary B. Functional reading skills C. Deciphering symbols/codes D. Note taking skills E. Oral communications			A. The student will be able to understand and use the vocabulary of the building trades B. The student will be able to pass a written test

UNIT: APPLICATION OF STRUCTURAL CONCEPTS - CONTINUED

TOPIC: IDENTIFY BUILDING TYPES AND FEATURES

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Identify roof types	Studying various roof styles for the purpose of identifying style influences	A. Vocabulary B. Functional reading skills C. Note taking skills D. Oral communications E. Illustration F. Parts of textbook			A. The student will be able to identify and name various roof styles B. The student will be able to pass a written test
II. Identify window types	Studying various types of windows and their structural parts and mode of operation	A. Vocabulary B. Functional reading skills C. Note taking skills D. Oral communications E. Illustration F. Parts of textbook			A. The student will be able to identify various window types, naming their parts and how they operate B. The student will be able to pass a written test
III. Identify facade treatment of building	Recognizing facades used to depict architectural style periods	A. Vocabulary B. Functional reading skills C. Note taking skills D. Oral communications E. Illustration F. Parts of textbook			A. The student will be able to recognize the style influence created by the facade of a structure B. The student will be able to pass a written test

UNIT: PROJECT MANAGEMENT

TOPIC: CALCULATING INTERIOR TREATMENTS

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Calculating fabric yardages	Calculating the quantity of fabric needed to produce 1. Draperies 2. Curtains 3. Shades 4. Upholstered items	A. Functional reading skills B. Deciphering C. Problem solving D. Note taking skills E. Using catalogues	A. Whole numbers B. Fractions C. Percentages D. Estimating E. Measurements F. Calculating G. Computations		A. The student will be able to calculate quantities of fabric needed to produce items for interiors B. The student will be able to pass a written test
II. Calculating prices of fabric products	Calculating total costs of producing fabric products including 1. Fabrics 2. Supplies 3. Labor 4. Installation 5. Delivery	A. Functional reading skills B. Deciphering C. Problem solving D. Note taking skills E. Using catalogues	A. Whole numbers B. Fractions C. Percentages D. Estimating E. Measurements		A. The student will be able to calculate total costs to produce products made of fabric B. The student will be able to pass a written test
III. Specification drawings for pricing	Preparing specification drawing to be used for calculating materials and estimating fabrication costs	A. Functional reading skills B. Deciphering C. Problem solving D. Note taking skills E. Using catalogues	A. Whole numbers B. Fractions C. Percentages D. Estimating E. Measurements		A. The student will be able to prepare specification drawings to be used to calculate and price special projects B. The student will be able to pass a written test

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
IV. Carpeting	Analyzing a floor plan to determine the quantity of carpeting needed	A. Functional reading skills B. Deciphering C. Problem solving D. Using catalogues	A. Whole numbers B. Fractions C. Calculating D. Estimating E. Measurements		A. The student will be able to determine the quantity of carpeting needed to cover the floors of a room B. The student will be able to pass a written test
V. Wallpaper	Analyzing wall areas to determine the quantity of wallpaper needed	A. Functional reading skills B. Deciphering C. Problem solving D. Using catalogues	A. Whole numbers B. Fractions C. Calculating D. Estimating E. Measurements		A. The student will be able to determine the quantity of wallpaper needed to cover the walls of a room B. The student will be able to pass a written test

UNIT: PROJECT MANAGEMENT - CONTINUED

TOPIC: ORDERING AND PURCHASING

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Ordering by phone	Simulated phone conversation is used for experience in placing orders	A. Oral communications B. Using catalogues C. Functional reading skills	Calculating		The student will be able to successfully place orders with suppliers during a simulated phone conversation Performance test
II. Ordering through purchase orders	Filling out purchase orders and supplying all pertinent information	A. Functional reading skills B. Writing skills C. Using catalogues	Calculating		A. The student will be able to fill out a purchase order and supply all pertinent information B. The student will be able to pass a written test

UNIT: PROJECT MANAGEMENT - CONTINUED

TOPIC: INSTALLATION OF INTERIOR TREATMENTS

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Reading installation instructions	A. Reading installation instructions for various window treatments to become familiar with hardware and part nomenclature B. Reading installation instructions for the purpose of calculating clearances and tolerances C. Reading installation instructions for the purpose of physically installing various window treatments 1. Draperies and rods 2. Curtains and rods 3. Window shades 4. Blinds a. vertical b. horizontal 5. Cornices and lamrequins 6. Valances	A. Functional reading skills B. Vocabulary C. Note taking D. Interpretation of diagrams E. Following directions F. Deciphering	A. Measuring B. Estimating C. Calculating D. Computations		A. The student will be able to read and decipher installation instructions for most window treatments B. The student will be able to calculate sizes, clearances and tolerances required for most window treatments C. The student will be able to install various window treatments
II. Installing broadloom	How broadloom is installed and the materials and equipment used by the installer 1. Handling broadloom 2. Cutting 3. Seaming 4. Stretching 5. Tacking 6. Customizing	A. Functional reading skills B. Vocabulary C. Note taking D. Interpretation of diagrams E. Following directions	A. Measuring B. Estimating C. Calculating D. Computations		A. The student will be able to become familiar with the materials and equipment used to install broadloom B. The student will be able to describe how various tasks are achieved by the installer C. The student will be able to pass a written test

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
III. Installing wallpaper and related wall treatments	How wallpaper and related materials are installed and the materials and equipment used by the installer	A. Functional reading skills B. Vocabulary C. Note taking D. Interpretation of diagrams E. Following directions F. Deciphering	A. Measuring B. Estimating C. Calculating D. Computation		A. The student will be able to become familiar with the materials and equipment used to install wallpaper and related wall treatments B. The student will be able to pass a written test
IV. Calculating installation costs	Calculating labor and materials costs for the installation of various interior treatments	A. Functional reading skills B. Vocabulary C. Note taking D. Interpretation of diagrams E. Following directions F. Deciphering G. Using catalogs and price lists	A. Measuring B. Calculating C. Estimating D. Computations		A. The student will be able to calculate the cost of installing various window, wall and floor treatments B. The student will be able to pass a written test
V. Arranging installations	A. Communicating and arranging procedure with installers B. Supplying all pertinent information needed by the installer	A. Functional reading skills B. Vocabulary C. Note taking D. Following directions E. Writing skills F. Oral communications			A. The student will be able to communicate with installers B. The student will be able to supply all the information needed by the installer C. The student will be able to pass a written test

UNIT: PROJECT MANAGEMENT - CONTINUED

TOPIC: PROJECT COORDINATION

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Ordering sequence	A. Analyzing a project and placing orders in priority sequence B. Estimating time periods required and coordinating a project C. Recording progress of orders	A. Functional reading skills B. Deciphering C. Record keeping D. Writing skills E. Oral communications			A. The student will be able to arrange ordering procedures in sequential form B. The student will be able to estimate the time period needed to complete a project C. The student will be able to record the progress of a project D. The student will be able to pass an oral test
II. Deliver sequence	Coordinating deliveries and installations in priority sequence	A. Record keeping B. Problem solving C. Oral communications D. Writing skills			A. The student will be able to coordinate deliveries and installations effectively B. The student will be able to pass an oral test

UNIT: PROJECT MANAGEMENT - CONTINUED

TOPIC: MODES AND METHODS OF OPERATING PROCEDURES

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Money management	A. Terms and payment arrangements to be made with clients B. Estimating and maintaining good credit rating	A. Functional reading skills B. Writing skills C. Oral communications	A. Calculating B. Whole numbers C. Decimals D. Percentages E. Computations		A. The student will be able to establish terms of payment for services and products they supply to clients B. The student will be able to establish and maintain good credit ratings with suppliers C. The student will be able to pass a written test
II. Tracking and tracing orders	Reading and recording 1. Purchase orders 2. Acknowledgements 3. Invoices 4. Bills of lading	A. Functional reading skills B. Writing skills C. Recording D. Deciphering E. Oral communications F. Phone communications			A. The student will be able to read and record paper work that applies to orders B. The student will be able to trace and track orders in progress C. The student will be able to pass a written test

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
III. Inventory control and receiving merchandise	Receiving and designating merchandise and controlling inventory	A. Functional reading skills B. Writing skills C. Recording D. Deciphering E. Oral communications	Calculating		A. The student will be able to receive merchandise and process it for client delivery B. The student will be able to control and designate inventory
IV. Maintaining current source library	Keeping up to date with availability and prices 1. Fabrics 2. Furniture 3. Accessories 4. Labor costs 5. Installation costs	A. Functional reading skills B. Writing skills C. Recording D. Using catalogs			A. The student will be able to keep up to date with current materials and supplies used in interiors B. The student will be able to pass a performance test

UNIT: BUSINESS AND PROFESSIONAL SKILLS DEVELOPMENT

TOPIC: PORTFOLIO DEVELOPMENT

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Preparing best illustrations	Preparing the best illustration of each element of design work 1. Floor plans 2. Elevations 3. Perspectives 4. Color boards 5. Descriptive analysis 6. Content list	A. Outlining B. Using references C. Aesthetic evaluation D. Illustration E. Written descriptions	Calculating		A. The student will be able to prepare their best illustrations of designing elements to show their abilities B. The student will be able to pass a performance test on quality not quantity
II. Preparing a resume	A. Writing a good resume B. Procuring letters of recommendation	A. Outlining B. Writing skills C. Vocabulary D. Spelling			A. The student will be able to write a good resume based on their achievements, abilities, experiences and potential B. The student will be able to procure letters of recommendation from employers, teachers or appropriate sources C. The student will be able to pass a performance test
III. Other and non-related abilities and achievements	Listing and describing other abilities and achievements possessed including those not related to interior design	A. Writing skills B. Outlining C. Brainstorming			The student will be able to tactfully boast of their other abilities and achievements
IV. Personal profile	Listing and describing ideals, dreams and desires to form a personal profile	A. Writing skills B. Analyzing C. Expressing			The student will be able to project their ideals, dreams and desires of the future by writing a personal profile

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Preparing work for presentation	Preparing work for presentation by 1. Mounting and matting drawings 2. Constructing color boards 3. Typing or printing all written material	A. Writing skills B. Outlining C. Aesthetic evaluation D. Illustrations	A. Measuring B. Proportions		A. The student will be able to prepare a professional presentation of their work B. The student will be able to pass a performance test
II. Appearance for making presentations	Dressing appropriately and effectively for making presentations	Oral communications			A. The student will be able to dress effectively when making presentations by coordinating their dress with the project B. The student will be able to pass a performance test
III. Verbal presentation skills	Techniques and procedures in making verbal presentations	Oral communications			A. The student will be able to verbally communicate their plans in an orderly and effective manner B. The student will be able to pass a performance test
IV. Salesmanship	Basic salesmanship techniques are investigated	A. Functional reading skills B. Oral communications C. Following directions			A. The student will be exposed to basic salesmanship techniques that can be applied to their presentation skills B. The student will be able to pass a performance test

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Individual project files	Organizing each project by separate files	Record keeping			A. The student will be able to keep projects organized by compiling separate files for each project B. The student will be able to pass a performance test

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Sales contracts	Writing sales contracts for services and merchandise	A. Writing skills B. Vocabulary C. Functional reading skills D. Using catalogs	A. Whole numbers B. Decimals C. Percentages D. Calculating		A. The student will be able to write a sales contract for services and merchandise B. The student will be able to pass a written test
II. Income ledger	Keeping account of money received for services and merchandise	Recording information	Calculating		A. The student will be able to keep accurate records of money received from clients B. The student will be able to pass a written test
III. Journal of expenditures	Keeping account of all expenditures paid for business purposes	Recording information	Calculating		The student will be able to keep accurate records of business expenses

TOPIC: PUBLIC RELATIONS

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Advertising	Examining various ways to advertise interior design services	A. Brainstorming B. Functional reading skills C. Oral communications D. Note taking			The student will be exposed to various ways of advertising interior design services
II. Publicity	Examining various ways of getting publicity to advance one's career in interior design	A. Brainstorming B. Functional reading skills C. Oral communications D. Note taking			The student will be exposed to various ways of getting publicity to advance their career
III. Professional organizations	Familiarizing one's self with professional organizations that pertain to the field of interior design	Functional reading skills			The student will become familiar with various professional organizations that pertain to the interior design profession
IV. Client relations and recommendations	A. Developing and maintaining good relations with clients B. Furthering one's career with the help of one's past clients	A. Oral communications B. Problem solving			A. The student will be made aware of the do's and don'ts in developing and maintaining good relations with their clients B. The student will be made aware of the necessity of clients' recommendations

TOPIC: BUSINESS WRITING AND TELEPHONE SKILLS

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Business writing skills	Writing a business letter	Writing skills			A. The student will be able to write a proper business letter B. The student will be able to pass a written test
II. Business telephone skills	Developing telephone skills appropriate for business	Oral communications			A. The student will be able to properly conduct business on the telephone B. The student will be able to properly act out a business transaction on the telephone during classroom simulation

UNIT: PROJECT BASED EXPERIENCE

TOPIC: PICTURE FRAMING

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Cutting mats for pictures	A. Mat cutting 1. Single mats 2. Double, triple, etc. 3. Fillets 4. Creative shapes B. Mat selection 1. Color 2. Type	A. Oral communications B. Following directions	A. Measuring B. Proportion C. Calculating		A. The student will be able to cut mats for picture framing B. The student will be able to combine multiple mats and use fillets to enhance their appearance C. The student will be able to pass a performance test
II. Cutting and assembling picture frames	A. Cutting picture frame moldings to size in a miter box B. Glueing and nailing frames together	A. Oral communications B. Following directions	A. Measuring B. Calculating		A. The student will be able to cut picture frame moldings to the desire size using a miter box B. The student will be able to join picture frames with glue and nails using a framing vise C. The student will be able to pass a performance test
III. Cutting glass	Cutting glass to fit picture frames	A. Oral communications B. Following directions	Measuring		A. The student will be able to cut glass to fit a picture frame using a glass cutter and a proper straight edge B. The student will be able to pass a performance test
IV. Assembling a picture	Assembling the subject, mat, frame, backing and hardware to make a completed wall hanging	A. Oral communications B. Following directions	Measuring		A. The student will be able to assemble all the components of a framed picture making it ready to be hung on the wall B. The student will be able

UNIT: PROJECT BASED EXPERIENCE - CONTINUED

TOPIC: AREA RUG CONSTRUCTION

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Make a specification drawing	Prepare a specification drawing showing how to get the component for a rug design	Illustration	A. Measuring B. Calculating		A. The student will be able to prepare a specification drawing showing how to cut the components for the specific design of an area rug B. The student will be able to pass a performance test
II. Cutting to sizes	Using the proper tool to mark and cut all the components for the rug design	A. Oral communications B. Following directions	A. Measuring B. Calculating		A. The student will be able to cut the components needed to make a designed area rug using the proper tools with instruction B. The student will be able to pass a performance test
III. Joining components to form an area rug	Using seaming tape and the proper iron, join the parts to form an area rug	A. Oral communications B. Following directions	A. Measuring B. Calculating		A. The student will be able to join the components to make a designed area rug using seaming tape with instruction B. The student will be able to pass a performance test

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Create a design for an accessory	Drawing a specification plan for an accessory of student's own design	Illustration	A. Measuring B. Calculating		The student will be able to draw plans for making an accessory of his/her own design
II. Develop its construction	Develop and procure the components needed to construct the item	A. Oral communications B. Compile a list	A. Measuring B. Calculating		The student will be able to procure the components needed to construct his/her own accessory
III. Produce an accessory item	Produce the accessory item	A. Oral communications B. Following directions	A. Measuring B. Calculating		The student will be able to produce the accessory item with instruction

UNIT: PROJECT BASED EXPERIENCE - CONTINUED

TOPIC: WINDOW TREATMENTS

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Design a window treatment	Drawing a plan for a window treatment	Illustration	A. Measuring B. Calculating		The student will be able to draw a plan of a window treatment and describe the components needed
II. Procure the necessary components	Procuring the necessary components to produce the window treatments	A. Oral communications B. Problem solving C. Compile a list	A. Measuring B. Calculating		The student will be able to procure the components needed to produce the window treatment
III. Produce a window treatment	Producing the window treatment	A. Oral communications B. Following directions	A. Measuring B. Calculating		The student will be able to produce the window treatment with instruction
IV. Install a window treatment	Installing the window treatment	A. Oral communications B. Following directions	A. Measuring B. Calculating		The student will be able to install the window treatment

UNIT: PROJECT BASED EXPERIENCE - CONTINUED

TOPIC: WALL TREATMENTS

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Design a wall treatment	Drawing a plan for a wall treatment	Illustration	Measurements		The student will be able to draw a plan for a wall treatment and describe the components needed to produce it
II. Procure or develop the components needed	Procuring the necessary components to produce the wall treatment	A. Oral communications B. Problem solving C. Compile a list	A. Measuring B. Calculating		The student will be able to procure the components needed to produce the wall treatment
III. Produce the wall treatment	Producing the wall treatment	A. Oral communications B. Following directions	A. Measuring B. Calculating		The student will be able to produce the wall treatment with instruction